

**Disney Speed Studying**

(THEY CAN USE THEIR NOTES & GROUP MEMBERS)

***What you will need:***

* Notecards number 1-6 (Omitting #5) – 1, 2, 3, 4, 6, (teacher does #5)
* Study guide (Mine was for *Death of a Salesman*)
* Desks put into groups with Labels for each “group”
  + Vocab, Quotes & Short answers, Characters, History, and SOAPSTone (SYMBOLS is on Teacher’s desk).
* Computer to access YouTube
* Students
* Previous assignments/notes for students to use.
* Text that you are reading

**Directions:**

Depending on how many students are in your class, divide students in to 5 groups of 3 or 4 (hopefully no more than 4).

\*I used notecards w| numbers on them so that I could separate the cliques

Students will have the duration of each Disney song (this could vary from 3 minutes to 4 minutes, it all just depends on which song pops up on the Disney playlist [Link pasted below ]) to complete the section that corresponds with the table they are sitting at.

*For example:* If I am sitting in the group that says SOAPSTone, then I will complete that section on my study guide.

When time is up (Disney song ends) all group members will rotate clockwise to the next group and complete the next section using the previous strategy.

The point of this activity is to complete as much as you can in the time allotted and you could even reward the group that gets their study guide completed first.

\*I also tried to keep things fast paced to help eliminate outside talking AND to absolutely relive our most cherished childhood memories. It is an instant mood lifter when you and your students are singing the Disney songs together.

By the end of this activity all sections should be completed EXCEPT the symbols portion.

**Symbols:**

I created a graphic organizer for the symbols that we have read thus far (Ignore the Seeds box on sheet).

In the first box (under each symbol) I have already supplied students with page numbers where the symbols can be found in Act 1, so it is up to them to choose which one they want to copy for their quote. I have also completed the first row for the rubber pipe/hose as an example.

**Diamonds:** Willy’s (and sometimes his family) belief that the American Dream Consists of being extremely wealthy, having an influx of money, material items.

**Football:** Willy Praises Biff and brags when he is plays footballs, and even after he steals the footballs.

Footballs could represent the Americanized lifestyle.

**Stockings:** Willy’s infidelity and guilt

I advised students how imperative it is to study, and look over ALL of their notes. I even recommend stapling all papers together so they did not lose them.

Disney Playlist link: <https://www.youtube.com/watch?v=RRq7lLawQB4&list=PLErTN2WXUm3jHXxlVHqM6-7ORO4fazs7Y>

**Modifying Instruction:**

In one of my classes I have a student who uses a wheelchair, so it would have been difficult for her to constantly change tables.

So instead of singling her out and making her the only one who could not rotate I asked each of the groups to choose one person to act as the “stationary leader”

Because of this change the new group members (the ones who rotated) were responsible for teaching stationary leaders what they did/filled out in their previous section in only the time allotted (the length of a Disney song). After song #1 was finished, the group members would then work together to complete the section the correlated with their table.

\*Basically whereas before they had one Disney song for each rotation, now they have two.